

Program Delivery Models for After-School Programs

One of the strengths of the Extension system is the ability to design programs that reflect needs that have been locally identified, yet follow principles of good practice. Responding to needs in their community, Extension educators assume a variety of roles as they assist in creating new after-school programs or work to improve the quality of existing programs.

Extension-Managed Programs

Every day, children across the country attend after-school programs managed by Extension professionals.

Example: In northern California, approximately 1,150 children are enrolled at nine sites in the 4-H Afterschool Child Care Program. These programs offer nearly 550,250 total hours a year of quality after-school care to local youth. The program was begun in 1984.

Example: Through *4-H Club Read*, an effort designed to increase literacy in grades K-3, VISTA and AmeriCorps members in 12 Michigan counties delivered programs to 6,460 children. They mobilized 1,700 community volunteers who provided tutoring and mentoring programs to an additional 6,000 children. Another VISTA project, *4-H Fun Zone*, engaged 1,687 young people in a variety of safe and meaningful activities in out-of-school hours, such as drama, visual arts, communication, and community service.

Example: The 4-H After-School Activity Program (ASAP) in Los Angeles, California serves close to 600 youth at 10 public housing developments and elementary schools located in low-income communities.

Example: Opened in 2000, Adventure Central offers after-school and summer programs to low-income youth. This state-of-the-art facility is a collaboration of 4-H and Five Rivers MetroParks in Dayton, Ohio.

Community-Managed Programs

Extension professionals organize and provide support to community groups to create and sustain programs.

Example: In 1994 Extension educators in rural Leelanau County, Michigan led the establishment of Sutton's Bay Kids Club. It has expanded to a year-round program serving 45 youth. The 4-H agent assisted Kids Club to organize as a non-profit and she continues to serve in an ex-officio capacity on the program's advisory board.



Education and Technical Assistance

Extension educators work to improve the quality of existing school-age programs in a variety of ways.

Staff Training

Educators in the Extension System provide training on a variety of 4-H and other curricula of interest to school-age care providers.

Example: In North Carolina, 360 school-age care professionals participated in 4-H curriculum training sessions. More than 14,204 school-age youth benefitted from the training.

Example: In North Carolina, BSAC (Basic School-Age Care) provides seven hours of quality school-age care training using a train-the-trainer model. There are currently 151 active trainers. As of June 30, 2001, there have been over 500 BSAC trainings,

over 7,900 providers reached, and more than 117,500 children reached as a result of this training.

Technical Assistance

Extension professionals lend their expertise and experience to support school-age issues and programs.

Example: In Missouri, 4-H Youth Development is helping revise licensure regulations for school-age programs. In partnership with the state Department of Elementary and Secondary Education, 4-H is expanding enhancing after-school computer labs in middle schools across the state.

Curriculum

4-H Youth Development has a variety of curriculum that is well-suited to delivery in after-school programs.

Example: Several existing 4-H curricula -- *Adventures in Learning*, *Discovering*, and *Cloverbud Series 1* -- have been translated into Spanish for use in school-age programs.

Example: 4-H Youth Development is providing a range of curriculum support for six 21st Century Community Learning Center programs in Missouri.

Example: In California, the 4-H Youth Experiences in Science (YES) program allows volunteer teens to effectively teach science to 5- to -year-olds in after-school care settings. The YES program is a complete package of recruitment strategies, training, child care program collaboration, curriculum, activities, materials, and logistics.

4-H Clubs

Many Extension educators are supporting 4-H clubs in after-school programs with activities designed to enhance targeted academic and life skills.



Example: In Tulsa, Oklahoma, Extension is conducting a 16-week food science/hospitality industry career exploration club in a middle school after-school program. Lessons include food math and science, nutrition, cooking activities, consumer education, and comparison shopping.

Example: A recent survey in Michigan indicated that Extension professionals in 30 counties have established 4-H clubs in existing programs.

Conducting Research and Evaluation

Extension educators have the expertise to conduct research and evaluation and disseminate best practices through innovative methods. Our studies show that Extension-supported school-age care programs benefit youth, their families, and the community.

Example: In a national study involving Extension-supported after-school programs in 15 states, school principals reported reduced school vandalism. Teachers reported less fighting, improved conflict resolution skills, and improved homework skills.

Example: In a study of families in northern California, parents reported improvements in their own job performance after enrolling their child in the 4-H after-school programs. The program was rated superior when compared to parents' prior child care arrangements.

Example: In Missouri, 4-H Youth Development is working in partnership with the Department of Elementary and Secondary Education to complete a statewide evaluation for cost, quality, and child outcomes (social and academic). With the 21st Century Community Learning Centers, 4-H Youth Development designed and is conducting the evaluation of two programs.

Example: The 4-H After School Activity Program in Los Angeles began the transition of two program sites to centers of applied research and dissemination for the purpose of extending lessons learned about program design, staff, training, and implications for conducting evaluation to other youth-serving agencies. This model is intended to promote "best practices" for quality after-school programming. It will collaborate with academic departments at UCLA, USC, the Cal State University System, and local community colleges to develop, field test, and evaluate theme-based curriculum to address a range of educational, economic, and public health issues.

Connecting Through Technology

Web Resources

The National Network for Child Care website is a nationally recognized source for information (<http://www.nncc.org>).



Newsletter

The Extension Cares Initiative provides support to Extension professionals at Texas A & M to produce the newsletter *School-Age Connections*. This quarterly newsletter is electronically distributed to 460 subscribers, including 91 military bases in the U.S. and Europe. In turn, these subscribers distribute the information locally.

Building Partnerships

Partnerships are an essential to Extension's community-based programs.

Example: The Los Angeles County 4-H After School Activity Program began in 1988 involving partnerships with business, education, government, other youth-serving agencies, and communities. Program expansion continued in 1993 with representatives from Unocal, the University of California Cooperative Extension, the Housing Authority of the City of Los Angeles, the Los Angeles Unified School District, the Recreation and Parks Department, the Community Development Commission, the Archdiocese of Los Angeles and community-based organizations. It served as a model for expanding to other urban centers.

Example: In Ohio, 4-H and Boys and Girls Club of Columbus are engaged in a partnership to offer 4-H club experience to Boys and Girls Club members. After a year-long pilot effort of this "club-within-a-club," a Boys and Girls Club staff member will assume responsibility for conducting the 4-H club.

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September 2001